TO and THROUGH

Unlock the Power of Data to Scale Your Efforts

Breakout Slot A, 11am-12pm

Agenda

> **[11:00 am]   To and Through in America**

> **[11:10 am]   To and Through Gaps**

> **[11:20 am]   To and Through Data**

> **[11:40 am]   Reflection**

> **[11:50 am]   Final Thoughts**

This session will focus on the following content track and audience strands:

> Content Tracks:
>> Grant Implementation
>> Evaluation and Dissemination
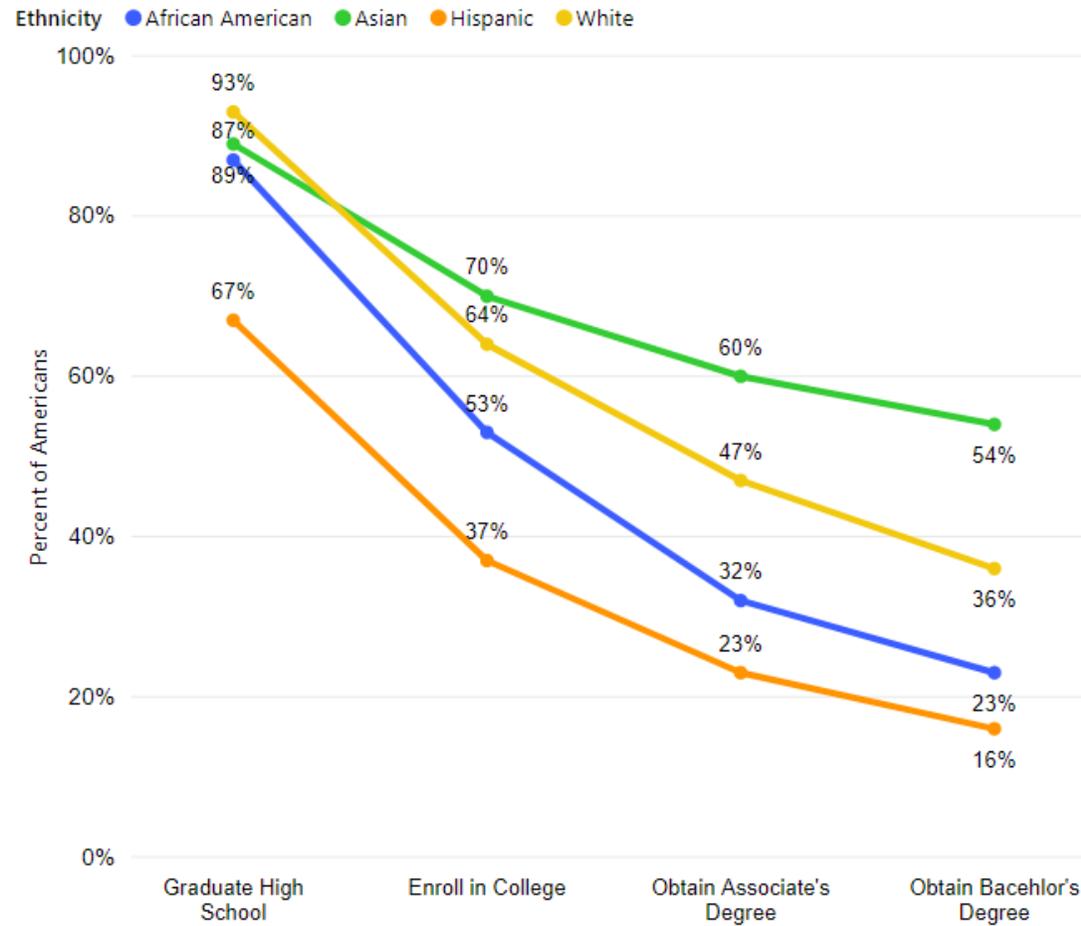>> Sustainability and Scaling-up

> Audience Strands:
>> First Two Years of Implementation
>> Mid-Implementation
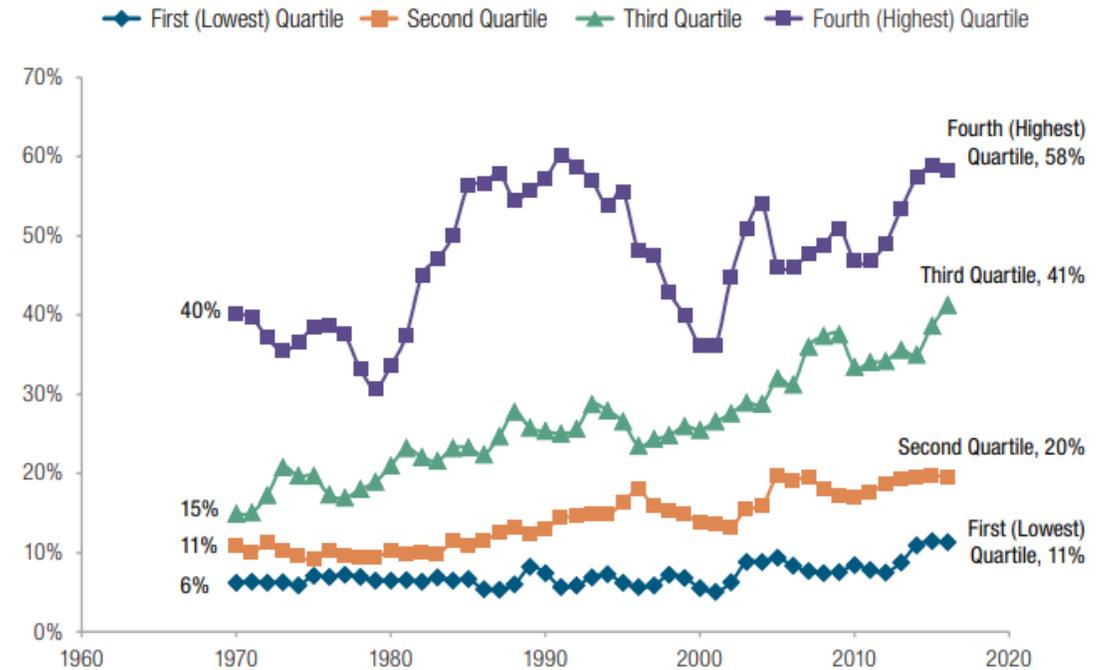>> Final Two Years of Implementation
>> External Evaluation

To and Through in America

What is the current state of To and Through?

How does To and Through progression differ across groups?

Ethnicity ● African American ● Asian ● Hispanic ● White

Percent of Americans

- Graduate High School: 93%, 89%, 87%, 67%
- Enroll in College: 70%, 64%, 53%, 37%
- Obtain Associate's Degree: 60%, 47%, 32%, 23%
- Obtain Bachelor's Degree: 54%, 36%, 23%, 16%

Source: U.S. Census Bureau, Educational Attainment of the population Aged 25 and Older, 2015

◆ First (Lowest) Quartile ■ Second Quartile ▲ Third Quartile ■ Fourth (Highest) Quartile

- Fourth (Highest) Quartile, 58%
- Third Quartile, 41%
- Second Quartile, 20%
- First (Lowest) Quartile, 11%

40%, 15%, 11%, 6%

Source: Pell Institute, Indicators of Higher Education Equity, 2018
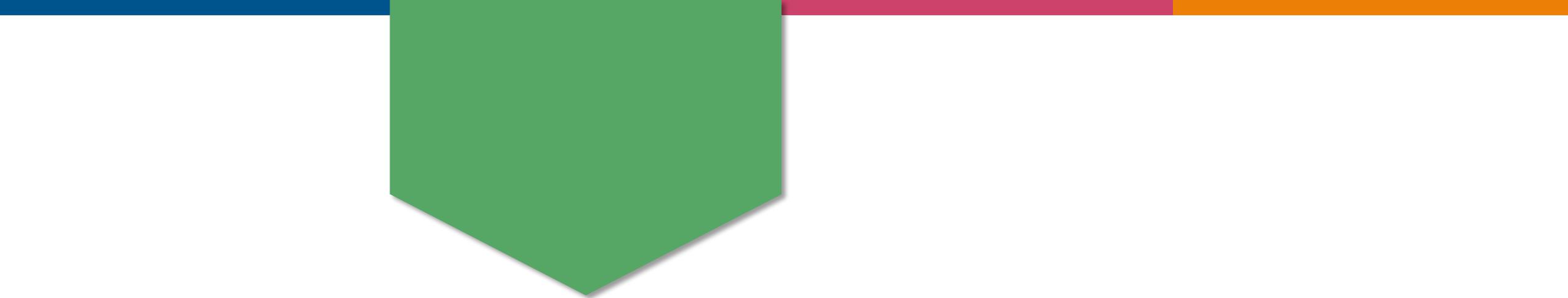
What questions can data answer about To and Through progress?

Submit your responses on this link- pollev.com/safalpartners

Or text 'SAFALPARTNERS' to 22333 once to join

The questions below may help guide your thinking.

1. **What percent of students graduate from high school?**

2. **What percent of students have applied to college?**

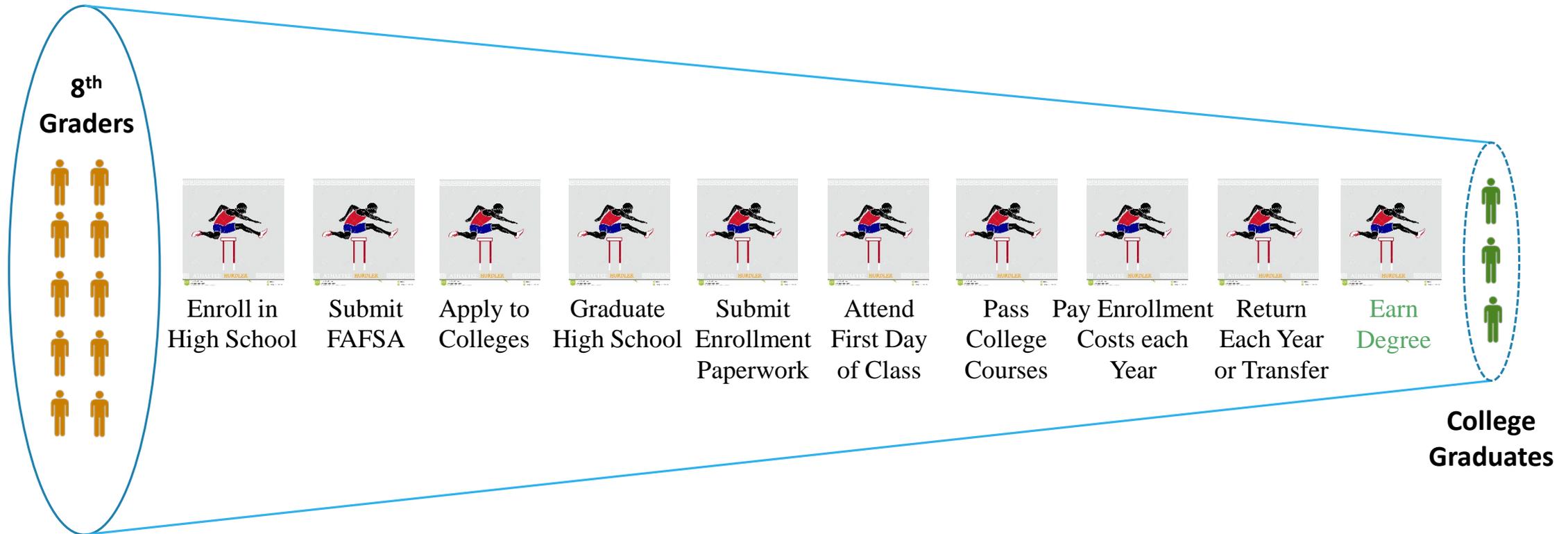3. **What percent of students have enrolled in college?**

To and Through Benchmarks

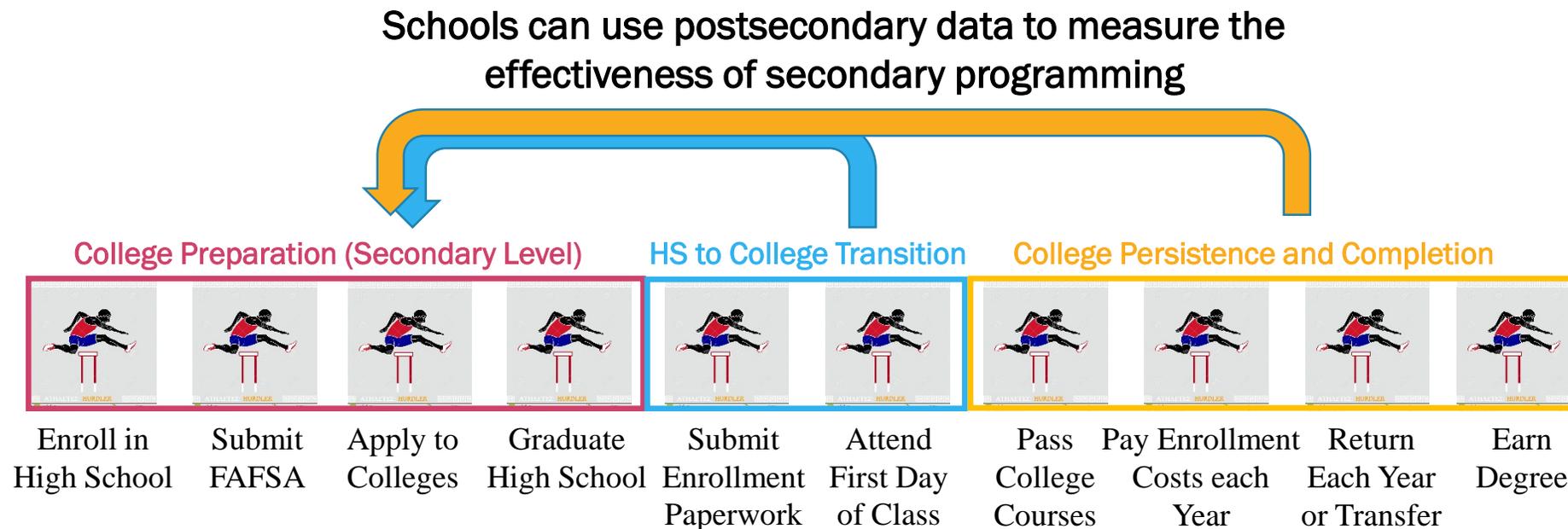How can data collected during critical milestones inform practice?

What are some benchmarks on To and Through progress?

The icons below represent different hurdles a student must overcome to progress To and Through and obtain a college degree.

8th Graders

Enroll in High School

Submit FAFSA

Apply to Colleges

Graduate High School

Submit Enrollment Paperwork

Attend First Day of Class

Pass College Courses

Pay Enrollment Costs each Year

Return Each Year or Transfer

Earn Degree

College Graduates

How can postsecondary data be used to improve outcomes?

College prep and support programs at the secondary level can directly impact a student's To and Through trajectory. For example, lower counselor-to-student ratios are associated with higher college application rates (Avery, Howell, & Page, 2014) and even one additional counselor can lead to 10% increases in four-year college enrollment (Hurwitz & Howell, 2014).

Schools can use postsecondary data to measure the effectiveness of secondary programming

College Preparation (Secondary Level)

Enroll in High School	Submit FAFSA	Apply to Colleges	Graduate High School

HS to College Transition

Submit Enrollment Paperwork	Attend First Day of Class

College Persistence and Completion

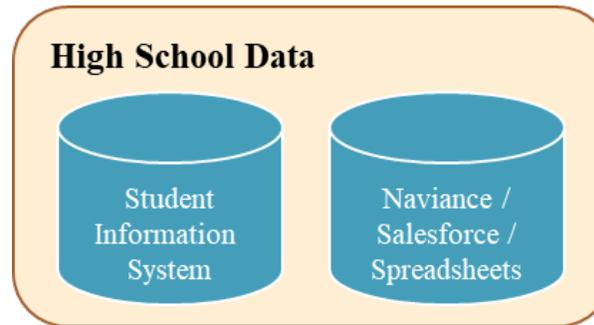| Pass College Courses	Pay Enrollment Costs each Year	Return Each Year or Transfer	Earn Degree

To and Through Data

What information can a school collect to measure a student's progress To and Through?

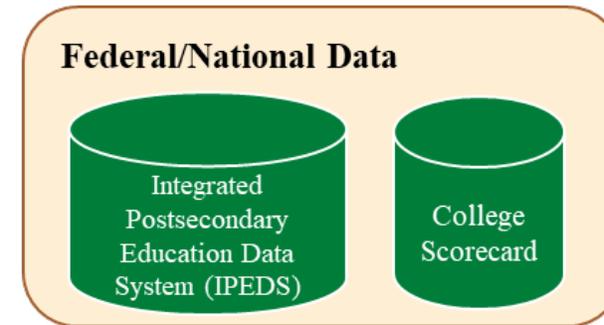# How do you obtain postsecondary data on students?

Source	Pros	Cons
National Student Clearinghouse	Districts/CMOs/high schools can request college enrollment data for their graduates that attend college. *(93% of colleges provide data to NSC)*	The data provided by the NSC requires significant data cleansing, mapping, normalization, integration, and correlation to be useful.
State Agencies	Can provide longitudinal and aggregate data on student outcomes if state has P16/P20 system.	State can only report on students attending in-state public colleges. States often do not share student level data on outcomes back with schools.
Federal (IPEDS and College Scorecard)	Can provide longitudinal and aggregate data on student outcomes by student subgroups or colleges.	All data is aggregated. Schools cannot obtain student level data, and data is often lagging .

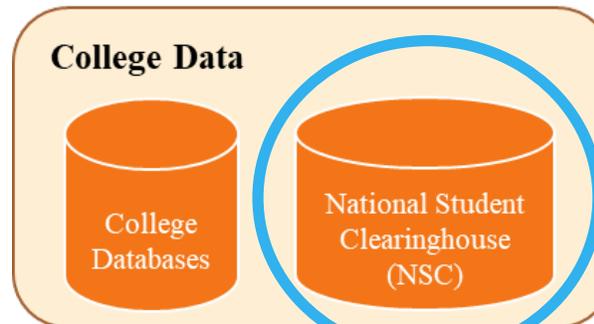# What are the different types of To and Through data?

By combining historical High School Data on students with College Enrollment Data provided by the NSC, schools can uncover new insights, share actionable information through interactive dashboards, and develop predictive models.
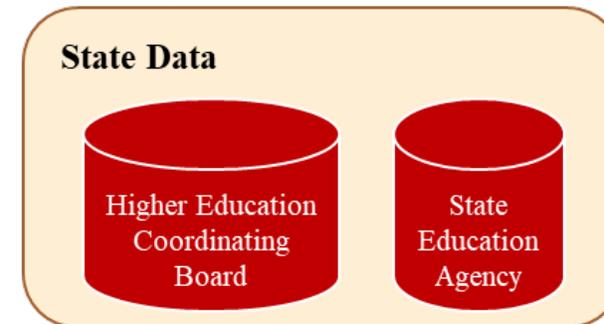
High School Data

Student Information System

Naviance / Salesforce / Spreadsheets

- Student demographics
- Student academic record
- Student college application data
- Student financial aid data

Federal/National Data

Integrated Postsecondary Education Data System (IPEDS)

College Scorecard

- Acceptance, enrollment, retention, and completion rates, financial aid data, and average test scores **aggregated** at the college level

College Data

College Databases

National Student Clearinghouse (NSC)

- Student college enrollment data (NSC)
- Student transcript (courses, grades, and credit hours earned)
- College acceptance criteria and rates
- Student financial aid data

State Data

Higher Education Coordinating Board

State Education Agency

- College readiness, enrollment, YR1 performance, and outcome data **aggregated** by high school and district
- College enrollment, persistence, and completion rates **aggregated** by college
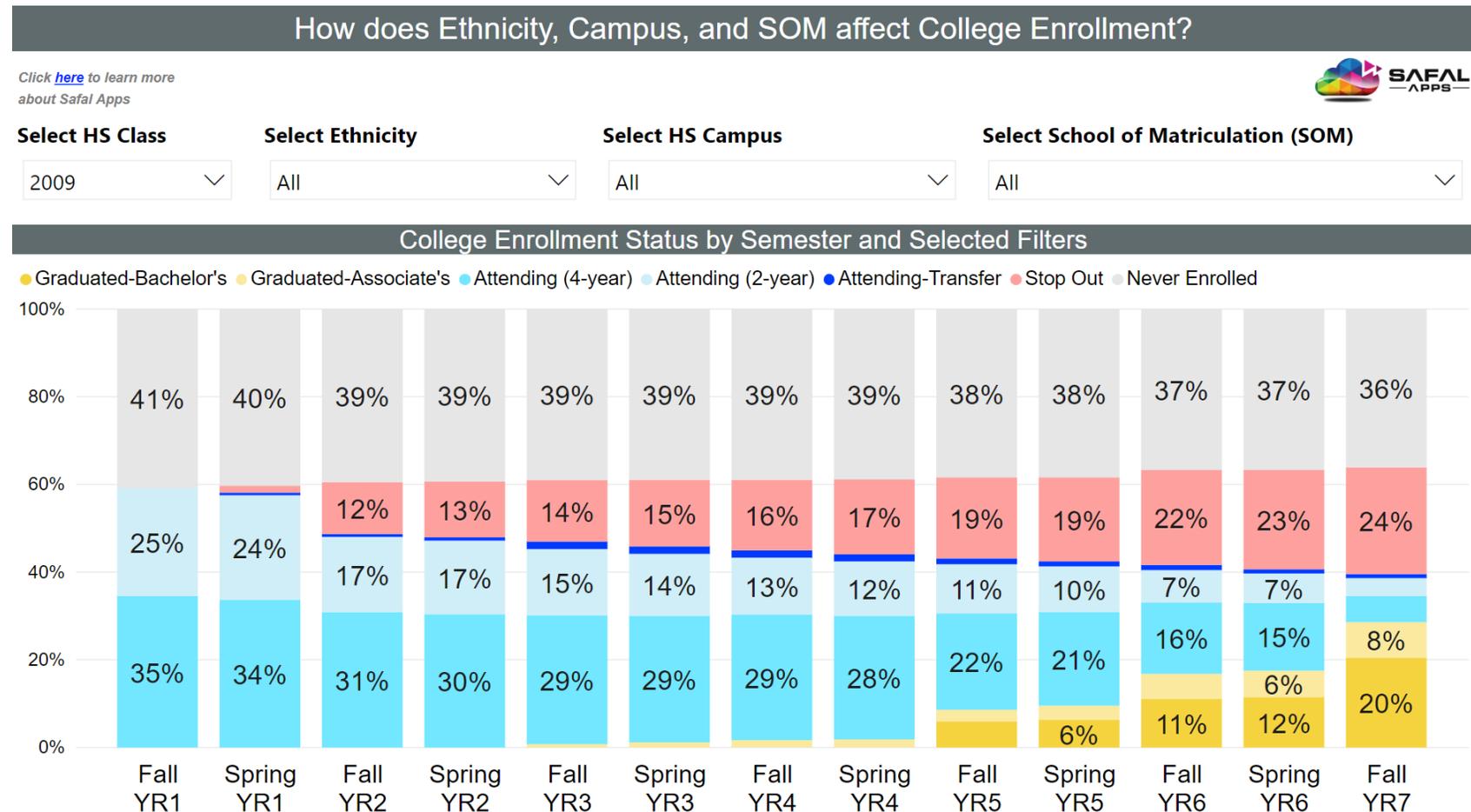
What are some of the questions NSC data can answer?

1. How does college enrollment differ across campuses?

2. How does college enrollment differ by ethnicity?

3. Which colleges are successful at getting students To and Through?

   - To identify these colleges, schools can use the first college a student enrolls in, often called the "School of Matriculation"

4. What types of degrees are high school graduates (your alumni) obtaining?

5. At what rates are students stopping out of college?

   - Stop out means a student at one point was enrolled in college but currently is not enrolled, i.e. does not have any active enrollment records

6. During which semesters are students stopping out?

Demo - To and Through Dashboard from NSC Data

Visit https://app.safalapps.com/safal/dashboard/postsecondary or http://safal.partners/outcomes to interact with the dashboard below

The information in this dashboard is simulated using High School and NSC data to represent a fictional Texas school district called Safal Partners Public Schools (SPPS)

How does Ethnicity, Campus, and SOM affect College Enrollment?

Click here to learn more about Safal Apps

Select HS Class	Select Ethnicity	Select HS Campus	Select School of Matriculation (SOM)
2009	All	All	All

College Enrollment Status by Semester and Selected Filters

● Graduated-Bachelor's ● Graduated-Associate's ● Attending (4-year) ● Attending (2-year) ● Attending-Transfer ● Stop Out ● Never Enrolled

Demo - NSC Dashboard to Inform Practice

Visit https://app.safalapps.com/safal/dashboard/postsecondary or http://safal.partners/outcomes to answer the questions below. You can also view the dashboard through any web-enabled mobile device.

1. What percent of SPPS alumni have Graduated with a Bachelor's degree by Fall YR7?

2. What percent of AC HIGH SCHOOL alumni Stopped Out by Spring YR3

3. Imagine you are a district administrator and want to gather counselors from each campus to discuss college counseling support programs.
   - Using the NSC Dashboard, identify a campus to lead a session on best practices for supporting students To and Through. Explain why you selected this campus.

4. Imagine you are the parent of an African-American student and they are trying to decide between The University of Texas at Austin and The University of Texas at San Antonio. A college counselor uses the NSC dashboard to show you SPPS To and Through data for both.
   - Based solely on the data shown, which school would you suggest your child choose to matriculate?

5. Imagine you are a college counselor at Charter High School. The school leader has asked you to develop a strategy to improve To and Through outcomes.
   - Explain how you can use NSC Dashboard data to improve outcomes at Charter High School.

Reflection and Final Thoughts

How can To and Through data be used to improve college readiness programming in schools?

Reflection

Take some time alone or at your tables to discuss ways you could use the data and tools demoed during this session to improve college readiness practices.

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Or text 'SAFALPARTNERS' to 22333 once to join

The questions below may help guide your thinking.

> What are your current practices for college prep? Are they data-driven, why or why not?

> Is there a way to make them data driven?

> What challenges do you foresee in trying to use the type of data demoed during this session? What are some possible solutions to address these challenges?

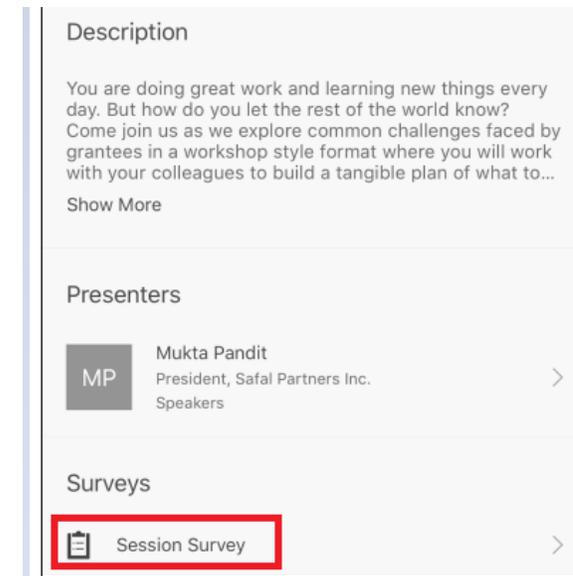# This year, 4 out of 5 attendees will complete our session survey!

> **Step 1**: Find the session
> > Select Schedule
> > Schedule by Day
> > Select our session

> **Step 2**: Complete the survey
> > Click on session survey
> > Answer a few questions
> > Hit submit

Final thoughts

Thank you for attending!!